

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



PPRD-RM-2025-822

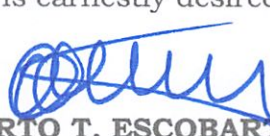
03 November 2025

Regional Memorandum
No. 822, s. 2025

**DATA GATHERING FOR THE STUDY ON INSTRUCTIONAL
TECHNOLOGIES IN TEACHING ACADEMIC WRITING
IN SYNCHRONOUS MODALITY**

To: Schools Division Superintendents

1. In reference to the request of Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) through Memorandum 2025-PPS-OD-09-017 from the Office of the Director of Policy and Planning Service (PPS), this Office respectfully endorses the conduct of data gathering activities and live participation of select teachers in the conduct of the study.
2. Voluntary participation of the teachers must strictly adhere to DepEd Order No. 9, s. 2005 titled "Time-on-Task Policy."
3. Other details relative to the conduct of the study can be found in the enclosed memorandum and project profile.
4. For queries, please coordinate with Policy and Planning Service – Policy Research and Development Division (PPS-PRDD) via ps.prd@deped.gov.ph.
5. Immediate dissemination and appropriate action is earnestly desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

07/ROP4/ROP1



[MEMORANDUM] Data Gathering for the Study on Instructional Technologies in Teaching Academic Writing in Synchronous Modality

PS <ps.prd@deped.gov.ph>

Wed, Oct 1, 2025 at 9:25 AM

To: DEPED NATIONAL CAPITAL REGION <ncr@deped.gov.ph>, DEPED III CENTRAL LUZON

<region3@deped.gov.ph>, DEPED REGION IV-A CALABARZON <region4a@deped.gov.ph>

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Office of the Director <bld.od@deped.gov.ph>, Karla Sio <karla.sio@deped.gov.ph>, Marie Christ Apit

<mariechrist.apit@deped.gov.ph>

Dear Ma'am/Sir,

Good day!

This has reference to the request of Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD), and currently pursuing his Master of Arts in Education, Major in

English Language Teaching (MAEd-ELT) at the Philippine Normal University – Manila, relative to the conduct of his study titled

"Instructional Technologies in Teaching Academic Writing in Synchronous Modality." The study aims to describe and document the online teaching practices of "second language" (L2) writing teachers in secondary schools for academic writing and to develop

a technology-oriented training program for synchronous academic writing instruction.

In line with promoting evidence-based decision-making in the Department, this Office endorses the conduct of the following data gathering activities and the participation of your teachers on the following:

1. **Survey-Interview.** This will provide initial data on the experiences of teachers in teaching academic writing synchronously through a survey administration software (SAS) or Google Forms.
2. **Online Semi-Structured Interview.** This will provide follow-up questions based on teachers' survey-interview responses to elicit richer and more detailed experiences. Participants who agree to be interviewed will receive another Google Form to schedule the interview at their most convenient time.
3. **Recorded Synchronous Class Observation.** This activity will examine how pedagogical approaches are integrated with instructional technologies in actual synchronous classes. Participants may attach a recorded session to the Google Form or email it directly to the researcher. The recording may come from a previous lesson during the pandemic or from more recent classes.
4. **Lesson Plan Analysis.** This activity shall supplement initial findings through documented instructional planning. Lesson plans may be attached to the Google Form or emailed to the researcher. Preferably, the lesson plan should correspond to the recorded synchronous class.

A purposive-convenience sampling will be employed in identifying teacher participants using the following criteria:

(1) a secondary school English language teacher; and (2) have taught academic writing synchronously for at least one school year since the pandemic began.

In this regard, Regional Offices (ROs) are requested to:

- Coordinate with School Division Offices (SDOs) and schools to support the researcher in the identification of participants and implementation of the data gathering among L2 writing teachers. The researcher will laterally coordinate with the ROs for the details of the data gathering activities mentioned including the schedule and selection of participants. All activities will be conducted through an online platform;
- Submit feedback on the actual conduct of the study as a result of monitoring to the Policy and Planning Service - Policy Research and Development Division (PPS-PRDD) at email address: ps.prd@deped.gov.ph.
See **Annex 2** for the template of monitoring report;
- Share the links of the forms, materials, and platforms to the participants once the list of participants is finalized.

Kindly note that participation in this data gathering activity is entirely voluntary. Participants reserve the right to refuse or discontinue their involvement at any stage without any penalty or negative consequence. Furthermore, participation will not compromise

or disrupt scheduled classes, as the survey may be accomplished during the participants' free time, in adherence to the Department of Education's "Time-on-Task" policy under DepEd Order No. 9, s. 2005. All responses will be treated with the utmost confidentiality

and will be used solely for research purposes.

Attached here as **Annex is the brief project profile of the study, for your reference**. For further inquiries, kindly contact the Policy and Planning Service – Policy Research and Development Division (PPS-PRDD) at email address ps.prd@deped.gov.ph.

For lateral coordination, contact Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD), 4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through mobile number, 09210648636 and email address, darrenrey.javier@deped.gov.ph.

For consideration and appropriate action. Thank you.

Policy Research and Development Division

Policy and Planning Service

Department of Education Central Office

5F Bonifacio Bldg., DepEd Complex, Meralco Ave., Pasig City

Tel. No.: (02) 8635 - 3976



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Republic of the Philippines
Department of Education
POLICY AND PLANNING SERVICE

MEMORANDUM
2025-PPS-OD-09-017

FOR : **REGIONAL DIRECTORS**
RONNIE S. MALLARI, Region III
ALBERTO T. ESCOBARTE, Region IV-A
JOCELYN DR. ANDAYA, NCR

FROM : *mtligunas-roque*
MARIA CLARISSE T. LIGUNAS-ROQUE
Director IV, Policy and Planning Service

SUBJECT : **Data Gathering for the Study on Instructional Technologies in Teaching Academic Writing in Synchronous Modality**

DATE : 25 September 2025

This has reference to the request of Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery – Teaching and Learning Division (BLD–TLD), and currently pursuing his Master of Arts in Education, Major in English Language Teaching (MAEd-ELT) at the Philippine Normal University – Manila, relative to the conduct of his study titled **“Instructional Technologies in Teaching Academic Writing in Synchronous Modality.”** The study aims to describe and document the online teaching practices of “second language” (L2) writing teachers in secondary schools for academic writing and to develop a technology-oriented training program for synchronous academic writing instruction.

In line with promoting evidence-based decision-making in the Department, this Office endorses the conduct of the following data gathering activities and the participation of your teachers on the following:

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2. **Online Semi-Structured Interview.** This will provide follow-up questions based on teachers’ survey-interview responses to elicit richer and more detailed experiences. Participants who agree to be interviewed will receive another Google Form to schedule the interview at their most convenient time.
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In this regard, Regional Offices (ROs) are requested to:

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- Submit feedback on the actual conduct of the study as a result of monitoring to the Policy and Planning Service - Policy Research and Development Division (PPS-PRDD) at email address: ps.prd@deped.gov.ph. See **Annex 2** for the template of monitoring report;
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Attached here as **Annex is the brief project profile of the study, for your reference.** For further inquiries, kindly contact the Policy and Planning Service – Policy Research and Development Division (PPS-PRDD) at email address ps.prd@deped.gov.ph.

For lateral coordination, contact Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD), 4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through mobile number, 09210648636 and email address, darrenrey.javier@deped.gov.ph.

For consideration and appropriate action. Thank you.

Copy Furnished:

GERSON MARVIN M. ABESAMIS

Director IV, Bureau of Learning Delivery

Annex: Project Profile

Project Title:	Endorsement of Data Gathering for the Study titled, "Instructional Technologies in Teaching Academic Writing in Synchronous Modality"
Program Duration:	July 2025 – November 2025
Proponent/s:	Darren Rey C. Javier & Ma. Jhona B. Acuña
Address:	4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City

BACKGROUND

Teaching academic writing demands a solid-foundation of discipline-specific discourses and the pedagogical approaches best suited to support them. The present thesis aims to describe and document the academic writing online teaching practices of L2 writing teachers in secondary schools and to develop a training program for teaching academic writing synchronously (i.e., technology-oriented). This thesis will employ phenomenological research design. The use of the said research design allows the study to examine the phenomenon in online writing instruction practices and why, how, and what instructional technology L2 writing teachers choose and employ in synchronous modality. The participants in the current study are chosen using the purposive-convenience sampling technique. To be eligible, L2 writing teachers must meet the following criteria: (1) be a secondary school English language teacher; and (2) have taught academic writing synchronously for at least one school year since the pandemic began. The expected findings of the current thesis shall provide guidance to the secondary school English language teachers who are teaching academic writing synchronously. Pedagogical implications and suggestions for teacher development are also provided at the conclusion of this paper.

OBJECTIVES

This study seeks to:

- explores and describes the current practices in teaching academic writing synchronously; and
- design and develop a training program that integrates technology and pedagogy for online writing instruction.

BENEFIT

The following are the potential benefits of the present study:

1. Presents how L2 writing teachers integrate pedagogy with technology in conducting online academic writing classes in secondary schools.
2. Helps teachers understand why, how, and what technology-enhanced pedagogical approaches are most effective in synchronous teaching.
3. Recommends technology-driven approaches aligned with discipline-specific discourses in academic writing.
4. Develops a training program that harmonizes technology and pedagogy to improve the delivery of academic writing lessons.

PROCEDURE

The following are the data collection procedures of the present study:

1. **Survey-Interview.** Initial data on instructional technology use and pedagogical practices will be gathered through a survey administration software (SAS) or *Google Forms*.
2. **Online Semi-Structured Interview.** To explore teachers' insights and experiences more deeply. Participants who agree to be interviewed will receive another *Google Form* to schedule the interview at their most convenient time.
3. **Recorded Synchronous Class Observation.** To examine how pedagogical approaches are integrated with instructional technologies in actual synchronous classes. Participants may attach a recorded session to the *Google Form* or email it directly to the researcher. The recording may come from a previous lesson during the pandemic or from more recent classes.
4. **Lesson Plan Analysis.** To supplement findings with documented instructional planning. Lesson plans may be attached to the *Google Form* or emailed to the researcher. Preferably, the lesson plan should correspond to the recorded synchronous class.

Annex 2: Template for Monitoring Report

I. Schools and Field Office

Date of Data Gathering	Research Activities Conducted	Reported Feedback
	<i>(Indicative research activities conducted such as KII and FGD and the number of participants)</i>	<i>(Discuss feedback of participants regarding the conduct of research activities, and challenges and difficulties encountered in facilitating the activity)</i>



Are you a
SENIOR HIGH SCHOOL
English Language Teacher?

I would like to invite YOU for my research!

I am currently working on a qualitative research study titled:

**“Instructional Technologies in Teaching
Academic Writing in Synchronous Modality”**



QUALIFICATIONS

- [1] Senior High School English Language Teacher
- [2] One year of synchronous teaching experience
- [3] Experience teaching academic writing subjects, including the following:

- Reading and Writing Skills,
- English for Academic and Professional Purposes,
- Inquiries, Investigations and Immersion, and
- Practical Research 1 & 2.



SCAN TO PARTICIPATE



<https://forms.gle/KAu4i5Fc4CmtnaHo9>

TO LEARN MORE ABOUT THE STUDY, CONTACT THE RESEARCHER:



DARREN REY C. JAVIER



Philippine Normal University - Manila | Department of Education - Central Office



javier.drc@pnu.edu.ph | darrenrey.javier@deped.gov.ph